

Final Project
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ENGL 865 Digital Literature
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Inanimate Alice

Author: Kate Pullinger & Graphic Artist: Chris Joseph

<http://www.inanimatealice.com>

A Teacher's Guide for English Language Learners

Summary:

Inanimate Alice, by Kate Pullinger and Chris Joseph is a series of linear digital narratives of a young girl that travels the world with her family due to her father's profession in the oil industry. She is frequently alone and develops an animated character named, Brad, that she interacts with on her "player". Her player is a handheld device that allows her to locate people and places through a map like interface, make calls, and create games that she can play. In each episode there is usually a situation where Alice is separated from her parents that causes suspense for the reader.

The series begins with Alice as an eight-year old and progresses through the following three narratives to complete her fourteenth year. With each narrative, Alice grows older, the length of the episode increases, and the level of interaction with the digital features advances.

Rationale:

Navigating the episodes is a simple task, yet the reader is still a participant in the narratives. As the plot changes and matures, so does Alice and the reader's ability to interact with the narrative. The reader or student in my context can focus on the meaning of the words instead of becoming frustrated with the interface.

Inanimate Alice is has been developed for use in educational settings by Australian educators*. The integration of digital literature or digital storytelling has been found to have motivational effects on ELLs in the elementary grades. The digital medium alters their perception of learning and reading and increases overall comprehension (Yoon, 2012). My addition of language and content objectives the enhances the activities and possible academic outcomes of each lesson.

RESOURCES

International Journal of Research Studies in Educational Technology

April 2013, Volume 2 Number 1, 25-34

Are you digitized? Ways to provide motivation for ELLs using digital storytelling

*Information retrieved from: <http://www.inanimatealice.com/teach.html>

Pennsylvania Department of Education Standards Aligned System: ELL Overlay

<https://www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx#>

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Episode #1 China

Digital Features: 8 minutes, linear play, low interaction

Summary:

- she is 8 years old
- she is in Northern China
- she stays with her mother at a base camp which is her home
- her father is looking for oil
- he left two days ago and should have been home by now

Language and Content Objectives:

1. Students will **label a home map** using a class created word list.
2. Students will share their **home map** with a partner to discuss the rooms

Vocabulary:

| | | | | |
|----------|-----------|-----------|------------|-----------|
| supposed | base camp | oil | equipment | interrupt |
| annoy | frighten | satellite | electronic | hum |

Grammatical Features: Contractions with Is

| | | |
|-----|----|-------|
| he | is | he's |
| she | is | she's |
| it | is | it's |

Writing Activity: Home Map

Before the Activity: The teacher will need to assist the class in creating a word list of vocabulary needed for labeling their home map.

Students will draw and label a map of their home to mirror the map that Alice includes in her narratives. The house type can be labeled such as: house, apartment, condo, etc. Rooms present on the map can be labeled: bedroom, kitchen, bathroom, living room, etc. Following this activity the students can share and discuss their maps with a partner.

Pennsylvania State Standards: Writing Grades 1-3

Writing Competencies:

- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Pennsylvania Core Writing Standards:

CC. 1.4.1.M Write narrative to develop real or imagined experiences or events.

CC. 1.4.1.P Recount two or more appropriately sequenced events using temporal words to signal event order.

CC. 1.4.2.M Write narrative to develop real or imagined experiences or events.

CC. 1.5.2.D Organize two or more appropriately sequenced events using temporal words to signal event order.

CC. 1.4.3.M Write narrative to develop real or imagined experiences or events.

CC.1.4.3.P Organize an event sequence that unfolds naturally, using temporal phrases to signal event order.

ELL Overlay: Framework for FORMATIVE/CLASSROOM Instruction and Assessment

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

Competencies:

- Identify a specific audience and write about one topic (focus).
 - Frame ideas for writing and identify appropriate topic-specific content that is supported by details (content).
 - Write a series of sentences or paragraphs that relate to the topic.
 - Use grade appropriate conventions of written language when writing and editing. (i.e., spelling, capitalization, punctuation, grammar and sentence formation) (conventions)
-

Episode #2 Italy

Digital Features: 10 minutes, Select a version: read or play & read, game
features: matching text to picture

Summary:

- she is 10 years old
- she is in the Alps in Italy
- she is at home alone in the chalet
- she references their compound and her tutor in Saudi Arabia
- she forgot to go to ski school and ride home on the snow-cat
- her parents were away and should have been home by now
- she forgot to go to ski school and ride home on the snow-cat
- her parents were away and should have been home by now

Language and Content Objectives:

1. Students will **identify the word *like* in comparison statements** by **reacting with a signal**.
2. Students will **compose a comparison statement** using a cloze frame sentence.
3. Students will **match pictures to the written words** with a partner to practice noun phrases.

Vocabulary:

| | | | | |
|--------|----------|-----------|---------|--------|
| chalet | ski lift | snowboard | explore | frozen |
| thaw | tutor | refuse | arrives | supper |

Grammatical Features: Contractions with Not

| | | |
|------|-----|--------|
| do | not | don't |
| are | not | aren't |
| will | not | won't |
| can | not | can't |
| was | not | wasn't |

Listening & Writing Activity: Comparison Statements

While listening to the current episode as a whole class activity, students will signal with a “thumbs-up” when they see or hear a comparison statement using the word *like*. Following this activity the students will write their own comparison statement using a cloze frame sentence strip. Example: _____ is like a _____.

Examples from Episode # 2

- Snow is falling like a heavy curtain.
- She's like a wonderful bird, all bright colors and flashing jewelry.
- It's like I've stepped into a giant snow hole.
- It's like quicksand pulling me under.
- It's like I'm on a strange planet.
- I'm like an astronaut in deep space.
- It's more like swimming than walking.
- I can hear my father's voice like a blast of warmth from a blow heater.
- It's like I'm the parent and they are the child.

Speaking & Listening Activity: Matching with a Partner

1. Long underwear
2. Thermal top
3. Thick socks
4. Ski pants
5. Fleece
6. Hat
7. Boots
8. Gloves

9. Goggles

Listening Competencies:

- Monitor one's own understanding by asking pertinent questions, summarizing and/or reflecting on what is heard.
- Identify the speaker's main idea.
- Connect new information to prior knowledge.
- Form a relevant response to the speaker's message.
- Listen with civility to the ideas of others.
- Listen in order to identify and use new words and concepts.

Pennsylvania Core Speaking & Listening Standards:

CC.1.5.1.B Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

CC.1.5.2.B Recount or describe key ideas or details from a text read aloud or information presented orally or through other media

ELL Overlay: Framework for FORMATIVE/CLASSROOM Instruction and Assessment

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

Competencies: Listening

- Monitor one's own understanding by asking pertinent questions, summarizing and/or reflecting on what is heard.
- Identify the speaker's main idea.
- Connect new information to prior knowledge
- Form a relevant response to the speaker's message.
- Listen with civility to the ideas of others.
- Listen in order to identify and use new words and concepts.

*See *Episode # 1 China* for PA Writing Standards, Competencies, and ELL Overlay

Episode #3 Russia

Digital Features: 15 minutes

Summary:

- she is 13 years old
- she is in Moscow, Russia
- her father works in Siberia on the oil rigs
- she is at home in their apartment hiding in a dark closet
- her father is arguing with men from the oil company
- they are in danger and have to leave Russia

Language and Content Objectives:

1. Students will name the characters, setting, problem, and solution using story illustrations.
2. Students will write the names of the characters, setting, problem, and solution using a graphic organizer.

Vocabulary:

| | | | | |
|---------------|----------|----------|------------|---------|
| argue | sigh | decrepit | depressing | blame |
| contamination | leak | kidnap | enroll | gesture |
| fierce | airfield | guard | menacing | bribe |

Grammatical Features: Contractions with Have

| | | |
|----|------|-------|
| I | have | I've |
| we | have | we've |

| | | |
|------|------|---------|
| they | have | they've |
|------|------|---------|

Reading Activity: Main Idea & Details

Students will listen to the current episode as a whole class activity. Following the story the teacher will model and discuss the story elements including: character, setting, problem, and solution. The teacher will elicit answers from the students and complete a model graphic organizer with the class. The students will compose theirs as an individual activity using the model.

Reading Competencies:

- Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.

Pennsylvania Core Reading Standards:

CC.1.3.1.B Ask and answer question about key details in a text.

CC.1.3.2.B Ask and answer questions such as who, what, where, when, why and how to demonstrate understanding of key details in a text.

ELL Overlay: Framework for FORMATIVE/CLASSROOM Instruction and Assessment

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

Competencies:

- Summarize key information from text (e.g. major points, processes and/or events).
- Make predictions and draw inferences and conclusions based on text.
- Support assertions about the text from the text
- Respond to the text by questioning, reflecting on, and interpreting the essential content
- Use text features to locate information, make predictions and inferences draw conclusions, and develop meaning.
- Identify the author's purpose, citing examples from text.

- Group concepts and ideas by common features and purpose.

Episode #4 Hometown

Digital Features: 30 minutes, Text moves through graphics, more interactivity, interactive map with labels: Home, They City, School, My Friends, My Project(iStories), a pointing finger graphic appears with mouse movement over blank space, read or read & play option, play option works like a maze to navigate through the deserted building

Summary:

- she is 14 years old
- she is in a town in England
- her home is a small rented house
- her parents are unhappy
- she is the only one who likes where they are
- life is different since they had to leave Russia
- she is climbing an iron staircase with her friends
- the staircase collapses
- she has to find her way down through an abandoned building

Language and Content Objectives:

1. Students will **describe the main character** by **using a word list and character chart**.
2. Students will **illustrate and label** the **main character to elaborate on her characteristics**.

Vocabulary:

| | | | | |
|---------|------------|------------|---------|-----------|
| dare | haul | ramshackle | wage | view |
| canal | debt | collapse | dangle | deserted |
| sheared | cross(mad) | progress | novelty | nightmare |

Grammatical Features: Miscellaneous Contractions

| | | |
|------|-------|--------|
| I | would | I'd |
| they | would | they'd |
| I | am | I'm |
| you | are | you're |

Speaking Activity: Character Description

We do not know what the main character, Alice looks like! The teacher can create a word list with the class to describe Alice. The students will volunteer adjectives or personality traits that Alice exhibits. The students will then illustrate a picture of what they think Alice looks like, and will label their illustrations. Short sentences can be created as a whole class or individual activity.

Speaking Competencies:

- Deliver effective oral presentations by establishing a clear focus with a sharp distinct controlling point
- Ask and answer questions about key details in a text.
- Ask and answer questions, such as who, what, where, when, why and how to demonstrate understanding of key details in a text.

Pennsylvania Core Speaking Standards:

CC.1.5.1 D Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

CC.1.4.2 D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences

ELL Overlay: Framework for FORMATIVE/CLASSROOM Instruction and Assessment

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

Competencies:

Deliver effective oral presentations by establishing a clear focus with a sharp distinct controlling point:

- establishing a clear focus with a sharp distinct controlling point
- selecting and using appropriate content, grammar and language
- presenting relevant ideas that support the topic
- presenting ideas in a logical order

- using appropriate technology to enhance or reinforce the message
- employing effective delivery techniques: volume, pace eye contact, body language, enunciation
- responding appropriately to the audience